NJ Department of Education
Office of Educational Technology
Digital Learning NJ (DLNJ)

STUDENT READINESS RUBRIC
Levels of Standard 8.0 Assessment Readiness

LEVEL	LEVELS OF MOTIVATION READINESS	LEVELS OF FUNCTIONALITY READINESS	LEVELS OF COGNITION/ LANGUAGE READINESS	LEVELS OF NUMERACY AND ELA READINESS
1	The learner maintains eye contact with a target or object displayed on the screen for a specified time period and reacts to visual and/or auditory prompting by demonstrating the desire to repeat the activity with coaching.	The learner can access the technology after seeing and/or hearing the digital prompts with coaching.	The learner identifies an object or action in the technology-based tasks when given a choice between it and a distracting object with support.	The learner demonstrates skills in basic literacies such as numeracy and language arts literacy to apply academic concepts when using technology with adult supported auditory and/or visual prompting.
2	The learner reacts to digital auditory or visual prompts (i.e. with an input device) to demonstrate understanding that she/he can control the activity on the screen with coaching.	The learner can sustain attention with technology-based activities as demonstrated through verbal and/or physical actions (i.e., gestures, utterances, reading aloud, eye gaze) with coaching.	The learner correctly identifies an object or action in the technology-based tasks when given a choice between it and a distracting object with support.	The learner uses technology tools to complete an assigned reading or writing task with support.
3	The learner demonstrates deliberate and purposeful interaction to move from multiple, random attempts toward deliberate and appropriate device mastery with coaching to control the activity on the screen.	The learner can remain engaged in the digital task by actively using technology for a specified length of time to learn content with coaching.	The learner engages in collaborative/peer tasks by interacting in a technology-related activity such as 'gaming' with minimal support.	The learner completes assigned writing and reading tasks using technology with minimal support.
4	The learner demonstrates willingness to control the activities on the screen by using an appropriate input device to produce the desired results with minimal support.	The learner can remain engaged in digital tasks by using the technology without human assistance for a specified length of time to learn content.	The learner engages in collaborative activities by conveying thoughts and/or information with one or more peers to complete an assigned technology-related activity with minimal support.	The learner completes assigned writing and reading tasks using technology without human assistance.
LEVEL	MOTIVATION READINESS	FUNCTIONALITY READINESS	COGNITION/LANGUAGE READINESS	NUMERACY AND ELA READINESS
SCORE				

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